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ABSTRACT

The pre-kindergarten program in the San Antonio Independent School District was evaluated during the 1984-85 school year. The children's progress was measured informally by observation and was maintained individually on a checklist of skills. Interviews with principals and teachers revealed positive reactions to the program. Correlation existed between the pre-kindergarten and the kindergarten curriculum when skills were reviewed and compared. Classroom observation in ten randomly selected sites showed a structured, stimulating environment. A follow-up survey of students currently in first, second, or third grades and who had participated in the program as four-year-olds was conducted. These students were compared with a similar group who had not had pre-kindergarten experience. Findings of this comparison have not indicated that the program experience improves later school performance. Curriculum continuity from pre-kindergarten to primary grades was examined. The following materials used with the program are provided in the appendices: (1) pre-kindergarten curriculum themes and checklist; (2) interview guide; (3) selection criteria; (4) program objectives; (5) program announcement; (6) parental agreement, guidelines, training log, and participation log; (7) pre-kindergarten diploma; and (8) classroom observation form. (PN)

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Pre-Kindergarten Evaluation Report



San Antonio Independent School District

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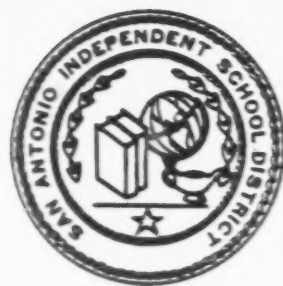
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Pre-Kindergarten Evaluation Report



Prepared by the Office of Evaluation
September, 1985

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Introduction

The San Antonio Independent School District provides a pre-kindergarten program which runs concurrently with the regular school year in 20 of the 65 elementary schools. House Bill 72 requires that pre-kindergarten classes be provided districtwide, and, in order to furnish information to assist in planning for that requirement, the Office of Evaluation was asked to examine the current pre-kindergarten (pre-k) program. Evaluative information was collected during the 1984-85 school. This study began with a review of literature on effective programs for children of this age group. Additionally, classroom observations and interviews were conducted with pre-k teachers and principals at ten randomly-selected pre-k sites. The sites are listed in Table I.

Table I
Pre-Kindergarten Sites
1984-85

*Barkley	Carvajal	Will Rogers
*Beacon Hill	De Zavala	Smith
Bowden	*Gates	*Stewart
Bowie	Herff	*Storm
*Brackenridge	Highland Hills	Travis
Brewer	*Miller	*Wilson
*Briscoe	*Nelson	

*Sites randomly-selected for classroom observations and interviews

The curriculum specialist responsible for coordination of the program was interviewed and also provided materials used with the program for examination throughout the study. A follow-up survey of students who are currently in first, second, or third grades and who had participated in program as four year olds was done to review their educational progress as documented on the report card at the end of the third six weeks. The progress of these students was compared to a similar group who had not participated in the pre-k program as four year olds. Finally, curriculum continuity from pre-k to the primary grades was examined.

An analysis and summary of all the information which was collected is presented on the following pages.

Review of Literature

Numerous studies have been conducted on preschool programs and their short-term and long-term effectiveness. A majority of the studies reviewed concluded that preschool or early education programs positively effected later school performance. This was particularly true for disadvantaged children. Significant characteristics of effective programs include the following:

- . early intervention - the earlier, the better
- . low pupil/teacher ratio - the lower, the better
- . home visits and services for the family
- . parent participation in the program - the more, the better
- . structured setting instead of a play-oriented environment
- . specific objectives identified to be covered

Lazar (1981) reported that in a follow-up study of children who had been in an early education program in the late '50's and early '60's, it was shown quantitatively that if you provide high quality education to even the poorest of children, they will learn. He cited five interrelated program characteristics which led to positive outcomes. These included an early age for intervention, a low student/teacher ratio, home visits, direct participation of parents, and services for families as well as the students. Ramey and Campbell (1979) drew similar conclusions in relation to early intervention. They stated that the earlier the program begins in the child's life, the better. Further, more lasting intellectual gains were evident when the parents were involved in the program. Also, preschool children appeared to be more socially confident. Van De Riet and Resnick (1972) found that structured, early learning experiences guided the children toward self-support, and they concluded that culturally-disadvantaged children can rectify their educational deficits through an early intervention program. The program on which their research was based was sequential from preschool, kindergarten, and first grade.

A structured, sequential instructional program was cited repeatedly in the literature to be more effective than play-type environments. Within that structure, opportunity for organized play was mentioned. According to Havighurst's research (1970), the program should be aimed at improving the cognitive and language development of the disadvantaged child. Askins (1976) studied a successful program which consisted of structured, directed-learning activities and free choice activities which were built around the directed-learning. Jorgenson (1976) found that the program design should provide for the total development of the child. This included cognitive, perceptual, and social skills. Dusevich and O'Connell (1976) found that diverse activities and mixed instructional modes such as small group, large group, individual, free and self-initiated play were elements of success in the program they studied. They also stated that the curriculum of the program was extended to meet differences in achievement and development rates among the children. The studies, as a whole, indicated that no one curriculum proves to be more successful than another, but a structure is essential.

Two major follow-up studies were reviewed which looked at longitudinal research on numerous preschool programs. The Consortium on Developmental Continuity (1977) indicated that preschool services improve the ability of low income children to meet the minimal requirements of the schools they enter. They contended that this is manifested in either a reduced probability of being assigned to special education classes or a reduced probability of being retained. Further, they stated that low income adolescents who received early education rated their own competence in school higher than comparable adolescents who did not have preschool experience. There does not appear to be a "magic age" at which early intervention should begin to be effective. Indications from these studies, again, show that programs should be well-planned and well-run to be effective. In another follow-up study by the Consortium (1979), similar findings were cited. Preschool apparently helped all children avoid assignment to special education and retention, regardless of sex, ethnicity, and family background. In relation to achievement test scores, the researchers had the most information on fourth graders. The evidence indicated that early education significantly increased children's scores on fourth grade mathematics achievement tests with a suggestive trend toward increased scores on fourth grade reading tests. Children who attended preschool were more likely to give achievement-related reasons for being proud of themselves.

Program Overview

The School-Based Pre-Kindergarten Intervention Program (SKIP) in the San Antonio Independent School District is conducted on a half-day basis and services 40 children per site (800 district-wide). This number represents 17% of our current kindergarten population. Each session, morning or afternoon, is approximately three hours in length with some variations depending upon the campus. An enrollment of 20 students is maintained in each session. Each pre-k unit is taught by a certified teacher who also holds a kindergarten endorsement. A full-time instructional aide is assigned to each unit and either the aide or the teacher is proficient in Spanish at sites where there are Spanish-speaking children. A nutrition program, which includes a hot lunch for all the children and either breakfast or an afternoon snack, is also provided daily.

The pre-k program emphasizes activities and instruction which will prepare the children for the school environment. A Resource Guide for Pre-Kindergarten is provided for each teacher which delineates the objectives of the program, characteristics of pre-school children, suggested learning centers and activities for program planning. Following a thematic approach, the Guide gives numerous activity suggestions for each of nine major areas. Those areas include self-concept, perceptual motor, oral language, mathematics, science, music, art, social studies, and nutrition which are developed through themes. A list of those themes can be found in Appendix A. Information on the health services provided, the parental component, and testing is also given.

A Pre-Kindergarten Checklist is kept on each child in the program. This checklist is maintained at the school and placed in the child's permanent record file at the end of his/her pre-kindergarten year. The concepts covered on this checklist are motor, social, self-help, communication, and academic. A copy of this checklist can also be found in Appendix A.

Although there has been no state-adopted instructional program for pre-k, the themes designated in the Resource Guide and the concepts designated on the checklist were designed to be the curriculum for the program. Materials used come from a variety of sources. Some basic materials have been bought for every site. Some materials have been identified by the teachers to be purchased for instruction at their sites based on the needs of their children. Other materials have been teacher-made.

Parents sign an agreement when their child enters the pre-k program which states that they will participate in training sessions at the school and volunteer regularly throughout the year. A specific parental component, The Bowdoin Method, has been selected for use in the training sessions.

Interviews

Interview were conducted by the researchers to answer certain questions about the program and to determine the perceptions held by the pre-k coordinator, principals, teachers, and aides at ten randomly-selected pre-k sites. A copy of the interview guide (Appendix B) was given to the individuals prior to the interview, and many of the teachers completed it prior to the visit.

The Students

How are the students selected for the program?

Pre-Kindergarten children are selected to participate by meeting certain criteria. A full listing of these criteria can be found in Appendix C. The child must be four years old on or before September 1 of the year they are attempting to enroll, must reside in the attendance area of the pre-k site, and must have transportation to and from school. Children who qualify for a special education placement do not qualify for the pre-kindergarten program. The parent or guardian must be willing to participate on a voluntary basis at the school and must assure the child's attendance for at least 90% of the year. Immunizations must be in order as with all children entering school for the first time in Texas.

In addition to the requirements stated above, the children are screened with specific testing instruments. Acceptance into the program is based upon the child's performance on the McCarthy Screening Test (Psychological Corporation) which is administered by the teacher and/or aide. Once the children are tested, the results are reviewed for the entire group and those children with the greatest need are accepted first, if they meet all other selection requirements. Others are placed on a waiting list in case there are vacancies, which occur throughout the school year. Once the child is accepted into the program, the Alpern-Boll Developmental Profile (Psychological Development Publications) is administered by the teacher and aide to determine instructional needs for the child and to broaden the information gained from the McCarthy Screening Test. The use of the McCarthy Screening Test as the initial screening instrument is not listed on the selection criteria. Rather, the Alpern-Boll is listed to be administered before program entry with specific score requirements stated. Interviews conducted for this research elicited varied responses regarding how students are selected for the program. Although most responses cited the McCarthy as the initial screening device, low income status of the family and limited English proficiency were also mentioned as measures for eligibility.

Screening Tests

The two screening instruments which are used for the pre-k program, the McCarthy Screening Test and the Alpern-Boll Developmental Profile, assess specific areas. The respective areas tested are as follows:

<u>McCarthy Screening Test</u>	<u>Alpern-Boll Developmental Profile</u>
Verbal Memory	Physical
Draw-A-Design	Self-Help
Numerical Memory	Social
Conceptual Grouping	Academics
Leg Coordination	Communications
*Right-Left Orientation	
*used only with children 5 years and older	

McCarthy Screening Test

This is an adaptation of the McCarthy Scales of Children's Abilities. Its purpose is to identify children who may have difficulty in school or in performing school tasks. It is to be used with children between 4 years and 6 1/2 years of age. Those who perform poorly are classified to be "At Risk".

Each of the areas assessed is considered to be closely related to school functioning. Verbal Memory consists of a graded series of words and sentences to be repeated by the child. In order to develop more advanced communication skills this is considered to be highly important. Draw-A-Design involves copying designs in two different ways. On some items the child must imitate drawing done by the examiner, while on other items the child copies designs from a model. The child's perceptual motor skills are observed on this subtest. Numerical Memory, as the name suggests, requires the child to repeat sequences of digits in the order they are given or in reverse order. Immediate memory, quantitative ability, attentiveness, and ability to reproduce material received aurally are measured. Conceptual Grouping assesses the child's ability to deal logically with objects, to classify and to generalize. A set of 12 blocks is used, and, as problems are presented, the child must manipulate the blocks accordingly. Leg Coordination views the child's stance, balance and coordination. He or she must walk backwards, on tiptoe, along a straight line, stand on one foot, and skip. Right-Left Orientation (used only with children who are already five years old) views the child's perception of left and right, both on his/her own body and in a picture.

When necessary the directions are translated into Spanish by the teacher or aide who is administering the test. Administration takes approximately 20 minutes per child. Once the tests are scored, the children are classified to be "At Risk" or "Not at Risk". For the pre-k program, those children who score at or below the 30th percentile on one or more subtests are considered to be "At Risk" and would qualify. Priority is given to the lowest scoring children.

Alpern-Boll Developmental Profile

This test is an inventory of skills designed to assess a child's development from birth to pre-adolescence. It provides an individual profile of a child's developmental age on certain skills, and its usage in the pre-k program is limited to diagnosis of specific skill areas which need attention. Although the selection criteria specify this test as a qualifying instrument for the program, it is used to broaden the findings on the McCarthy.

The Physical scale measures abilities with tasks requiring large and small muscle coordination, strength, stamina, flexibility, and sequential control skills. The Self-Help scale measures the capability of the child to care for himself and others. It measures such tasks as eating, dressing, and working. The Social scale measures the child's interpersonal relationship abilities such as his/her emotional needs for people, manner in relating to friends, relatives and other adults, and general functioning in a social setting. The Academic scale measures the development of skills which are prerequisites to scholastic functioning. The Communication scale measures expressive and receptive skills both verbally and non-verbally.

The nature of the subscale items requires both observation of the child and interviewing someone who knows the child. Most of the time, this is the mother. If necessary, the administrator of the profile translates items into Spanish. It takes approximately 45 minutes to administer the profile for each child. One major concern which is specifically discussed in the manual is that the profile has serious limitations for use with children other than black or anglo races residing in an urban setting.

The interviews conducted for this research solicited opinions regarding the screening instruments. The teachers were asked how they used the results of the tests, and if the results were not helpful, what would be. The McCarthy Screening Test was thought to be more helpful than the Alpern-Boll, and it was used for grouping the children in some cases. Some teachers thought that the Alpern-Boll took too long to administer and that the information provided by the parents did not always give an accurate view of what the child could do. Some thought that teacher observation and informal testing of the child was more accurate than either of the tests and mentioned that an assessment instrument which correlated with the pre-k checklist of skills would be more helpful. One teacher stated that the McCarthy lost its effectiveness when translated. Overall, the teachers interviewed perceived the assessment instruments as qualifying factors for program placement, but they did not cite either instrument as a helpful tool for instructional planning.

How are students evaluated?

The majority of those interviewed indicated that children were evaluated throughout the program by teacher observation and informal testing. The checklist of skills is maintained to record progress. Individual assessment was mentioned more frequently than group assessment as a means for evaluating progress.

Instructional Program

What is the overall objective of the pre-k program?

In the Resource Guide for Pre-Kindergarten there are four major objectives cited for the Pre-k program. Those are enhancement of self-concept, development of a positive attitude toward learning and school, development of oral language skills, and refinement of gross motor skills (Appendix D). When asked about the overall purpose of the pre-kindergarten program, the majority responded that oral language development was the emphasis. Other responses included the development of fine and gross motor skills, socialization, enhancement of self-concept, and early preparation for school to prevent failure in higher grades.

Is there a prescribed curriculum?

As stated in the program overview, the themes designated in the Resource Guide and the concepts on the checklist were designed to be the curriculum for the program. Most respondents indicated that there was a prescribed curriculum, but their perception of it varied. Some indicated that the curriculum was the pre-k checklist of skills, some listed specific materials by name, while others referred to the Resource Guide. When asked about the scope and sequence of skills, most replied that the checklist provided that guideline. Two of the ten teachers indicated that there was no scope and sequence, and two referred to the Resource Guide. Informal testing by the teacher and the Alpern-Boll results were mentioned most frequently when asked how the children were diagnosed and placed appropriately in the instructional program. Others mentioned that they use the McCarthy, one said she used the checklist progress, and one said that she divided the children according to language proficiency. Only one person indicated that there is a suggested timeline for progression through the curriculum. Nine of the ten teachers said that they determined their pace by the needs of the children. Tasks graduate from simple to more difficult by the nature of the program and the age group, and as the children master a specified task, they move on.

What materials are used?

To teach the concepts identified in the curriculum, a variety of teaching aids and manipulatives have been bought. Initially all of the sites were provided the same materials and equipment uniquely designed for use with the young child. Variations from that original inventory have occurred to meet the needs of the children at each specific site. Items bought are used for whole group instruction ("circle time") or to equip the learning centers. This question elicited a wide variation in responses. As stated, there is no state-adopted material for use in pre-kindergarten. To teach the skills identified in the Resource Guide and on the pre-k checklist the teachers use a myriad of items. Many stated that they used teacher-made materials, audio-visual items, and four of the ten said that they used the Peabody Early Experiences Kit. Additional materials listed included an oral pre-reading program, library materials and books, language development cards, activities from the Resource Guide, Distar Language, DLM segments (state-adopted kindergarten program), and "...anything that they can find". All of the materials named were designed for use with young children.

Is time allotted (or planned) for student-to-student verbal interaction?

By nature of the age group and the curriculum, the classroom activities in pre-k include time for verbal interaction among students. Most classes begin with whole-group instruction and expand upon the concepts through the learning centers. During both of these instructional arrangements, the children have the opportunity to verbalize. Free-choice activities (usually learning centers) and structured play also allow for verbalization. Eight of the ten teachers interviewed mentioned learning centers as the most obvious opportunity for the children to interact verbally. Playtime and lunch were also mentioned as times for this interaction. Two teachers specifically pair children for certain classroom activities - a highly-verbal child with a quiet child or a Spanish-speaking child with an English-speaking child. They both indicated that they observe this pairing closely and modify it as needed.

Interrelatedness of Pre-kindergarten to Primary Grades

Is the kindergarten and first grade instruction different for children who have been in pre-k?

This question was posed to principals and the coordinator of the program. In some instances the principal asked the kindergarten teachers their opinion as well. The responses were somewhat mixed. Most schools, seven of the ten studied, place the pre-k children among all of the kindergarten teachers. Of those seven, four of them place the children randomly and three attempt to group the pre-k children according to ability and then disperse them evenly among the kindergarten classrooms. At two of the sites studied, the pre-k children are assigned to one kindergarten teacher, and, in one of those sites, the children remain together in first grade as well. Once the children are in a kindergarten classroom, the kindergarten teachers group according to informal tests and observation. At four of the sites studied, the pre-k teacher groups the children and discusses the findings with the receiving teacher.

Clearly, the positive attitude toward the pre-k program and its effectiveness in preparing children for the school environment surfaced on this question. Many stated that these children were far more ready for school than other kindergarten children. They also mentioned that the former pre-k child was more advanced socially, their behavior was better than the in-coming kindergartener, and they surmised that these children were probably in the top group in kindergarten. Some of the principals emphasized that the success of these children is significant since they were identified to be "at risk" when they entered pre-k.

The responses to this question also indicated that, although the instruction may not differ by design, the child's level of achievement because of exposure to the pre-k program determines what variation in instruction will occur in the primary grades.

What correlation exists between the DLM scope and sequence and pre-k curriculum?

There is a high correlation between the DLM scope and sequence (state-adopted curriculum used in kindergarten classrooms in the district) and the pre-k checklist of skills. For each skill on the pre-k checklist there is a corresponding lesson plan which may involve numerous lessons in the DLM program. As would be expected, not all skills taught in kindergarten are introduced in pre-k, but the skills covered in the pre-k classrooms are reviewed and expanded in the kindergarten curriculum program.

What correlation of essential elements exists between kindergarten and pre-k?

The essential elements for pre-kindergarten were not in place during the 1984-85 school year but were being developed and have been approved at the state level for implementation in 1985-86. Kindergarten essential elements were in effect during 1984-85. A comparison of the two grade levels and the essential elements to be taught shows that, although kindergarten skills become more complex, a correlation exists between the two grades which would allow for logical continuation of curriculum. The pre-k essential elements are given in a developmental sequence which focuses on communication development (language arts in kindergarten), cognitive development (mathematics, social studies, and science in kindergarten), motor development (physical education in kindergarten), fine arts (fine arts in kindergarten) and social/emotional development (health and social studies in kindergarten).

Specialized Preparation for Teachers/Aides

What staff development concerning pre-kindergarten curriculum and instruction have you been provided by the district?

At the beginning of the school year an inservice was held for pre-k teachers which covered registration procedures, the Resource Guide, the nutrition program, the parenting component, record keeping and purchasing procedures. Also, there were demonstrations on how to administer the screening instruments (McCarthy, Alpern-Boll). The coordinator indicated that inservice was on-going for both teachers and aides, and in addition to the topics named above, meetings were held on such topics as program planning, scheduling, room arrangement for learning centers, classroom management, resources available to the teachers, and trends in early childhood. Aides' inservices included their role in the classroom and methods for working with young children and parents.

When interviewed some teachers mentioned that inservices had been provided at the beginning of the school year on learning to administer the screening tests. Other topics mentioned were preparing teacher-made materials, using the pre-k guide, conducting parent conferences and the use of the Pre-K resource room. One teacher mentioned that extensive five-day inservices had been provided in 1980 when the program began.

There were mixed thoughts on the effectiveness of any of the inservices. The teachers who were new to the program thought that they were very useful. Experienced teachers thought they were redundant. One aide indicated that her inservice had been at the teacher's direction. When asked about the areas of inservice that they might need, two respondents indicated that information on the essential elements for pre-k would be needed. Other thoughts on this question included workshops for working with young children, make-it/take-it, sharing of concerns/ideas, and any new ideas. Three of the ten respondents said that there was no area of need.

What staff development concerning pre-kindergarten curriculum and instruction have you been provided outside the district?

Two local workshops are conducted annually for teachers of pre-k children, and teachers in SAISD are encouraged to attend. These are sponsored by the San Antonio Association for Education of Young Children (SAEYC) and Trinity University. Teachers and aides who have interest in attending may do so with registration fees paid by the district. The coordinator indicated that six of the twenty pre-k teachers attended the Trinity workshop in 1984. Four of the teachers interviewed for this study said that the Trinity workshops had been very informative. College coursework was also mentioned as a source of staff development for three of the teachers in this study. No aides mentioned inservice/staff development outside the district.

Parental Involvement

How are parents aware of the pre-k program?

Information regarding the pre-k program is sent out in the spring of each year to inform the community of registration times and requirements of the program. A copy of the announcement can be found in Appendix E. Pre-registration for pre-k is held at each pre-k site in the spring. The spring announcement and pre-registration were both mentioned by a majority of the respondents to the interview, and three teachers mentioned that information about the program spreads within the community among residents.

How are parents involved in the program?

When a child is enrolled in the pre-k program, the parent must sign an agreement to participate on a volunteer basis at the school at least one hour every two weeks. Additionally, the parent must be present at the time of screening to give information as necessary and must participate in at least six training sessions conducted by the teacher. If a parent works, he/she must visit at least once during the school year and help the child at home. Copies of the Parental Agreement and Parent Component Guidelines can be found in Appendix F. A specific curriculum, The Bowdoin Method, is used as the basis for the parent training sessions and for suggested activities to be used at home. The major goal of this program is to develop skills, attitudes, and understandings which will enable parents to be more effective as partners in their child's education. The books, cassette tapes, and filmstrips present material emphasizing both the cognitive and affective domains. There are ten topics, five in each domain, which are stressed. They are found in Table 2.

Table 2
Topics Addressed in the Bowdoin Method

<u>Affective</u>	<u>Cognitive</u>
My Mommy Likes Me	Parents Are Teachers
Instead of Nagging	Thousands & Thousand of Words
Words That Win Children	How Things Look
The Importance of Good Feelings	Getting Ready For Reading
How Your Child Learns	Help Your Child Read Better

The topics covered focus on the parent as a partner in the teaching process and assume that all parents can be effective teachers of their child if guided in how and what to do. It utilizes a group approach in working with the parents and emphasizes the use of the home and community as teaching tools.

The pre-k teachers at the respective sites conduct the training sessions with their childrens' parents, and a log of training session participation is kept for each parent. A log is also kept of the parents' voluntary participation at the school. A copy of each of these logs can also be found in Appendix F.

When questioned about parental involvement in the program, nine of the ten teachers said that the parents visited and worked in the classroom. Only three mentioned the parent training sessions and three said that the parents worked at home with their child. One teacher said that the school nurse did the final training session with emphasis on health topics such as reading a thermometer, common childhood illnesses, and when to see a doctor.

Comments were added in reference to the contractual agreement which the parents sign. One teacher said that only about ten percent of her parents fulfilled the contract. Another said that many of the parents were involved at the beginning and then lagged behind as the year progressed. Two of the ten teachers indicated that they kept strict records of the parents' participation and other contractual agreements, and, if they did not meet the requirements, they dropped the child from the program and added another from the waiting list. Two of the teachers had varied the parental volunteer time by having the parents come for the entire session twice per year instead of one hour every two weeks. In both instances, the teachers thought that it was disruptive to have the parents going in and out within a session.

When asked about the correlation between the Bowdoin Method and the pre-k program as a whole, the teachers were positive in their responses. Half of them stressed the fact that the parents were taught to be teachers of their own children. Some pointed out that the program emphasizes oral language development, building self-concept, and providing a stimulating environment, all of which are emphasized in the pre-k curriculum. Only one teacher said that she did not use the Bowdoin Method, and two teachers stated that they had to translate the materials into Spanish for most of their parents.

How do you inform parents about student progress?

In addition to the classroom visitations and training sessions, there is frequent communication between the pre-k teachers and parents. This occurs through notes sent home, scheduled parent conferences, and informal conversations when the parent brings or picks up the child. The one teacher who stated that she did not use the Bowdoin Method said that she consistently used parents to reinforce instructional lessons at home and to help with activities for special occasions.

Through this communication and the active participation, parents are made aware of the progress of their child. They see first-hand what is expected of the children and how their child is performing in relation to those expectations. They may view the child's pre-k checklist of skills at anytime, as well as any work the child has done. The children receive a diploma at the end of the year indicating that they have successfully completed the requirements of the program. This diploma can be found in Appendix G.

Are home visits made?

Home visitation is not done unless it is necessary for certain reasons such as prolonged absence or failure to comply with the contractual agreement for the program. If a family does not have a telephone and there is no contact through other siblings, a home visit may be made by the pre-k teacher, school nurse, principal, visiting teacher, or counselor. When this question was posed to those interviewed, seven of the ten teachers said that home visits were never made. Three responded that home visits were made only if necessary for reasons of absence or if there was no telephone.

Either the pre-k teacher, aide, or visiting teacher made the visits in these cases. One teacher stated that home visits had a positive effect on the children and the parents and that they gave the teacher perspective on the living environments of the children.

Classroom Observations

In order to observe the implementation of the pre-k program and its components, ten classrooms were visited by the researchers. The observations took place during the months of February, March and April of 1985, and they ranged from 40 minutes to 1 hour and 30 minutes in duration. A classroom observation form (Appendix H) was completed during each visit, and the teachers were given a copy of the form prior to the visit. Certain demographic information was gathered on each teacher observed, and, during the visit the observer viewed classroom setting, activities of the teacher, aide and parents (if present), management of the class, and instructional materials. Six morning sessions and four afternoon sessions were observed.

General Information

Teacher Experience

The teachers were asked how many years of experience they had as a teacher of pre-k. Responses to this question ranged from zero to seven years. Two of the teachers in this study were in two earlier programs, Project Child and Proyecto Parvalo, which were in effect prior to the current pre-k program. Three of the teachers in the study were in their first year in pre-k, and two of the three were in their first year of teaching. When asked about the number of years of previous teaching experience, the responses ranged from zero to 24 years. Those who had previous teaching experience had taught in the primary grades. Two had also taught English as a Second Language classes.

Class Size

In the ten observations the largest class had 19 students present. The smallest class had nine students present, but there were 20 children enrolled. Heavy rains and neighborhood flooding had prevented the others from attending that day. Throughout all of the observations children arrived late for the beginning activities. One teacher stated that the waiting list had been depleted and no more children would be added.

Language Dominance

The classroom with the largest number of Spanish-dominant children had 18 of the 20 children enrolled. One site had 13 Spanish-dominant children, two had eight, two had seven, one had four, and three sites had either one or no children who were dominant in Spanish. Some teachers stated that many of their children understood and spoke Spanish at home, but their dominant language at school was English.

Classroom Setting

In order to view variations in classroom settings, sketches of the rooms were made. Such factors as location of learning centers, student placement, bulletin boards, furniture, lighting, ventilation and windows were noted. All but one of the classrooms had a large rug which was used for "circle time" and some had smaller rugs in other parts of the room. Six of the ten classrooms had restrooms. All of these observations took place at a time of year when the climate is comfortable, and all of the classrooms were pleasant. Windows were open and ventilation was good. Fans were noticed in some of the rooms. Only one of these sites was air-conditioned.

Places were provided for the children to hang their coats and there were many storage units (e.g., cubbies, bookshelves) which doubled as room dividers. All of the rooms were equipped with kidney-shaped tables although the usage of those tables varied from room to room. Some used it for group instruction while others used it for learning center activities (art or listening stations). Various other table shapes were noted (rectangular, trapezoid, circular, and square) throughout the classrooms with appropriate-sized chairs for the young child.

Learning centers, an integral part of the instructional setting for the pre-k program, were evident in all classrooms. As stated in the Resource Guide for Pre-Kindergarten, learning centers are places where the children do their work. Usage of the centers varied, but throughout these observations they were used in three ways: reinforcement of concepts taught in whole-group instruction, assignment to the centers by the teacher for planned activities, and self-selection of a center by the student. In addition to the curricular activities provided in the centers and the opportunity for free-choice activities, oral language is fostered by student interaction while they are in the centers. Some of the centers are formed around specific equipment or material (e.g., housekeeping, blocks/wood). Items for such centers have been purchased by the district. The space available in the classroom also dictates the number of centers for which a teacher can plan. Although a specific center may not have been observed in a classroom during this research, it may be offered at some time during the school year. Fifteen different types of centers were identifiable in the classes, and certain centers were more prevalent than others. The learning centers observed and the number of classrooms in which they were seen can be found in Table 3.

Table 3
Learning Centers and
Frequency of Observation

Housekeeping (10)	Science (2)	Motor (1)
Dramatic Play (2)	Manipulatives/Puzzles (6)	Store (1)
Blocks/Wood (8)	Library (5)	Math (2)
Music (1)	Listening Stations (7)	Water (1)
Art (8)	Sand Table (3)	Play Dough (1)

Bulletin boards were found in every classroom and most were either displays of childrens' work or instructional. Calendars were used frequently on bulletin boards and were incorporated into the daily instruction (i.e., days of the week, month, numbers). Items used to decorate bulletin boards were both commercially-made and teacher-made. Themes covered a variety of topics such as the alphabet, numbers, sets, colors, holidays, animals, family and nursery rhymes.

Activities Observed

Does the instruction follow the daily schedule?

In all ten classrooms the instruction followed the daily schedule which the teacher had planned. Some teachers had more detailed lesson plans than others. Examination of lesson plans for the morning and afternoon groups indicated that the instructional plans were the same. The only exceptions were variations because of group differences. One teacher commented that she would prefer an all-day program for the children because she thought that the afternoon group lagged behind the morning group.

What did the aide do during the period observed?

The instructional aides assigned to the pre-k units were observed as an essential component for the daily activities in most of these classrooms. Nine of the ten aides observed led group work while the teacher worked with another group. All of them monitored the children throughout the class period, correcting behavior when necessary. Four of the aides were observed translating when the child did not understand the instructions or the concept being taught. Other activities which were observed included preparation of materials for the day, physical education activities, and testing.

It was evident that the instructional aides served in a highly supportive role in these classrooms, and the teachers stated that the aides were essential to the program's success because of the age group and diverse activities.

What type of instruction was provided for limited or non-English speaking students?

As stated in the program overview, in all of the schools where there are Spanish-speaking students, either the pre-k teacher or the aide is bilingual. Both the teacher and aide were bilingual in four of the ten classes observed. The observers found that an emphasis was placed on English instruction in the pre-k classes, but modification of instruction, usually translation, was noted in seven of the ten observations. Spanish was used to correlate the concept being taught in English to known vocabulary in Spanish (e.g., girafa = giraffe) Spanish was also used to reinforce and encourage the Spanish-speaking child during instruction of new concepts. During times of student-to-student verbal interaction (e.g., learning centers, play) the children spoke both English and Spanish. In two classrooms observed, the children were grouped according to language proficiency and presentation of materials was geared to their level of proficiency. However, the concepts taught were identical for both groups. It should be noted that these observations were done during the second semester and that the English proficiency of the children had improved. One teacher stated that she tried to instruct all of the children in English by the second semester, translating only when necessary.

If parent volunteers were present, what were their activities during the period observed?

A total of eight adult volunteers were seen in the classrooms during these observations. Four were observed in one classroom, while the other four were observed individually at other sites. All except two were working with a small group or with an individual student. Their activities had been planned by the pre-k teacher. One parent was simply observing a class, and another was preparing materials for future activities. Most of those observed were mothers of children in the class, but one father and one grandmother were also observed volunteering their time. All but one of the adult volunteers spoke English with the children.

Classroom Management

In an effort to observe the types of learning/instructional patterns taking place in the pre-k classes, the researchers noted how instruction was being delivered. In all cases where the beginning of a class was observed, the teachers began on time (eight out of ten). The end of class was not observed at any site. Instructional delivery was made in three major ways. All of the classrooms were organized for whole group instruction at the beginning ("circle time") and then the children went into two smaller groups. These smaller groups were either learning centers or instructional groups for specific skills such as math or language.

The teachers taught the whole group by standing or sitting in front of the children. Most sat on a chair, while one sat on the rug with the children. During the learning centers some teachers moved from one group to another to monitor progress and behavior. This allowed for individualization if a child was having difficulty with an activity and for verbalization between student and teacher. In some settings, the teacher would conduct an instructional group lesson while certain children were in learning centers. Usually the aide monitored the learning center activities or led another group during this time.

In order to compare the activities observed from a common viewpoint, the researchers recorded what was seen during a specified amount of time. Each time the classroom activity changed, the time was noted. For each activity the teacher's actions were also recorded. These actions included lecturing, demonstrating, discussing, group singing, managing, and disciplining. Also, the objective of the activity and the number of children talking were noted. The diverse and numerous activities in a pre-k classroom made this difficult, but several generalizations can be made. A list of common activities which were observed can be found in Table 4.

Table 4
Common Activities Observed

Circle Time
. Organizational Activities
. Whole Group Instruction
Small Group Instruction
Learning Centers
Free Choice Activities (learning centers)
Recreational - Physical Education

During these activities a wide array of subjects was being taught to the children. Those subjects included language, math, science, social studies, art, physical education, music, dramatic play, and health.

These subject areas were being presented in many different ways and with many different materials, but the researchers noted that the pre-k teachers were extremely resourceful. A simple calendar or a doll could be used to teach numerous lessons. The pre-k setting is multi-disciplinary, and subject areas are interwoven to reinforce common skills. For example, the concept of positional words was taught in a language lesson, an art lesson, a math lesson, and during physical education activities. During these observations, the most common teacher actions were demonstration, discussion, and management of the class. Lecturing was not observed, and group singing was seen in six of the ten classes. Disciplining (correction of misbehavior) was noted in four of the ten classrooms observed, but it was minimal in these instances. Most of the classrooms had rules clearly outlined and the children were aware of their limits.

In an effort to observe verbalization opportunities, the researchers noted the number of children talking during each activity. In all cases this number ranged from one child to all of the children in the class. Some of the classrooms were more structured in facilitating oral responses, but all of them encouraged the children to verbalize. In some of the classrooms, the teachers were consciously aware of which children had not contributed to an oral discussion or had not responded to a lesson, and they made a concentrated effort to include those children. Examples of verbalization opportunities which were observed included sharing a book brought from home, sharing personal experiences, repeating stimulus words/phrases given by the teacher, greeting of fellow classmates in a structured whole group activity, and describing clothes being worn. Spontaneous language was frequently observed and encouraged.

Instructional Materials

What materials were observed in use?

As stated previously, a wide variety of materials was observed. Some of the materials were commercially-made and designed to teach specific subject area skills. These included kits, records, filmstrips, picture cards, alphabet and number cards, workbooks, and duplicating masters. The teachers used materials creatively to meet specific purposes in their lessons. A calendar was used to teach numbers, months, days of the week, sequencing, holidays, and weather. Bulletin board displays were the subject of many lessons and were used for oral language stimulation. Dolls, old clothes, boxes, empty cartons, and balls were among the items used to equip a learning center or to teach a lesson. Listening stations were observed in each classroom. Many manipulatives were in use in a variety of ways. These included puzzles, pegboards, blocks, and items for lacing, buttoning, tying, and zipping. Two of the teachers stated that they would prefer having an adopted curriculum program rather than having to gather materials needed for lessons.

Follow-Up Student Survey

Records of certain children who had been in the pre-kindergarten program and who were currently in the first, second, or third grade were examined and compared to a similar group of children who had not had pre-k experience. Comparisons were made of these two groups, program and non-program students, for both the 1983-1984 and 1984-1985 school years. Selected report card information from the third six-weeks period of the two school years was reviewed, as well as comparisons of sex, ethnicity, economic status, and an informal rating done by the teachers. Language proficiency was also compared. During the 1983-84 school year, approximately 550 children were identifiable (275 non-program, 275 program) for comparison. However, the follow-up of these 550 in 1984-85 produced approximately 100 fewer records for review. The two groups were still large enough to show patterns of performance and to draw conclusions from those patterns.

The two groups who were studied (program and non-program) were fairly evenly distributed between males and females. In the non-program group there were 49 percent males and 51 percent females. In the program group there were 46 percent males and 54 percent females. Ethnically, the two groups were comparable, and the distribution can be seen in Table 5. This distribution was similar to the district's ethnic divisions (Black - 14% Hispanic - 77% Anglo 9%).

Table 5
Ethnic Distribution
Pre-K Follow-Up Study

	<u>Non- Program</u>	<u>Program</u>
Black	14%	16%
Hispanic	81%	83%
Anglo	4%	1%

Another comparison was made of the economic status of the children in this follow-up study. This was based upon their eligibility for free or reduced-priced meals. The comparison of the non-program and program groups can be found in Table 6.

Table 6
Economic Status
Pre-K Follow-Up Study

	<u>Non- Program</u>	<u>Program</u>
Free	72%	86%
Reduced	14%	5%
None	13%	9%

A wider gap appeared to exist between the two study groups in this comparison with 14 percent more of the program students on free meals. However, if the categories of free and reduced-priced meals were combined, the two groups were more comparable (86% non-program, 91% program).

The English proficiency of the students in the groups was very similar as can be seen in Table 7.

Table 7
English Proficiency
Pre-K Follow-Up Study

<u>LEP Category</u>		<u>Non- Program</u>	<u>Program</u>
Non-Speaker	1	2%	2%
	2	2%	1%
Limited Speaker	3	20%	22%
Proficient Speaker	4	10%	11%
	5	40%	41%
Monolingual English	6	26%	24%

From the report card selected information was reviewed in academic performance (reading grades), behavior and work habits. The comparison of the distribution of reading grades which were earned during the third six weeks period of the two school years can be found in Table 8

Table 8
Reading Grades Distribution

	<u>1984</u>			<u>1985</u>		
	<u>Non-Program</u>	<u>Program</u>	<u>Diff.</u>	<u>Non-Program</u>	<u>Program</u>	<u>Diff.</u>
A	18%	16%	-2	22%	18%	-4
B	35%	29%	-6	34%	32%	-2
C	37%	42%	+5	34%	33%	-1
D	10%	13%	+3	10%	16%	+6

Fewer children who had been in the pre-k program received A's and B's during the same grading period of the two school years reviewed. Larger percentages of the program children earned C's and D's in reading, although the differences in the percentages were small.

The teachers of these children were asked to rate them on scale of one to four with four as the top rating. They were to consider both academics and citizenship and rate them in comparison to the rest of the class. The findings of this rating procedure can be found in Table 9.

Table 9
Teacher Ratings of Students

	<u>1984</u>		<u>1985</u>	
	<u>Non-Program</u>	<u>Program</u>	<u>Non-Program</u>	<u>Program</u>
4 (Top)	31%	27%	26%	20%
3	30%	34%	37%	35%
2	26%	21%	27%	31%
1	12%	19%	11%	14%

Fewer program children were rated in the top half of their class both in 1983-84 and 1984-85. In comparing the program children between the two school years, the number of children rated in the top half decreased by six percent, while the non-program children's ratings grew by two percent in the top two categories. Although a rating of this nature was subjective, when it was coupled with the reading grade distributions there was evidence that the program children who were studied were not performing as well as the non-program who were studied.

This finding was further verified by close examination of work habits and behavior in the classroom when the non-program and program children were compared. In every category examined, an equal or larger percentage of non-program children earned satisfactory ratings when compared to the program children. This was true for both years studied. The largest difference between the two groups was found in the category of "puts forth best effort" where during the 84-85 year, 92 percent of the non-program children earned a satisfactory rating while 83 percent of the program children earned satisfactory.

Improvement was noted in both groups when the two years were compared as can be seen in Tables 10 and 11.

Table 10
Former Program Students
Comparison of 83-84 and 84-85 School Years
Behavior and Work Habits

	Satisfactory			Needs Improvement			Unsatisfactory		
	<u>84</u>	<u>85</u>	<u>Diff.</u>	<u>84</u>	<u>85</u>	<u>Diff.</u>	<u>84</u>	<u>85</u>	<u>Diff.</u>
Puts forth best effort	68%	83%	+15%	27%	1%	-26%	6%	16%	+10%
Listens carefully	77%	88%	+11%	19%	1%	-18%	4%	11%	+ 7%
Follows directions	78%	91%	+13%	19%	1%	-18%	1%	8%	+ 7%
Works with groups	90%	96%	+ 6%	9%	0%	- 9%	1%	3%	+ 2%
Works independently	78%	91%	+13%	18%	1%	-17%	5%	8%	+ 3%
Uses self control	73%	86%	+13%	22%	1%	-21%	5%	13%	+ 8%
Respects others	92%	96%	+ 4%	7%	1%	- 6%	2%	3%	+ 1%
Obeys school rules	92%	97%	+ 5%	7%	--	- 7%	2%	3%	+ 1%

There was a decrease in the percentage of program children who earned a rating of "Needs Improvement" in each category and increases in the percentage who earned "Satisfactory" ratings. While this indicated a definite pattern of improvement in work habits and behavior, there were also increases in the percentage of program children earning "Unsatisfactory" ratings from one year to the next. Further, the same pattern of improvement in work habits and behavior was noted in the non-program group with greater numbers of these children earning better ratings from one year to the next.

Table 11
Non-Program Students
Comparison of 83-84 and 84-85 School Years
Behavior and Work Habits

	Satisfactory			Needs Improvement			Unsatisfactory		
	84	85	Diff.	84	85	Diff.	84	85	Diff.
Puts forth best effort	73%	92%	+19%	24%	--	-24%	3%	8%	+ 5%
Listens carefully	76%	94%	+18%	21%	1%	-20%	3%	5%	+ 2%
Follows directions	82%	96%	+14%	17%	--	-17%	2%	4%	+ 2%
Works with groups	92%	97%	+ 5%	7%	--	- 7%	1%	2%	+ 1%
Works independently	77%	95%	+18%	21%	1%	-20%	3%	4%	+ 1%
Uses self control	73%	91%	+18%	20%	1%	-19%	6%	9%	+ 3%
Respects others	94%	98%	+ 4%	4%	--	- 4%	2%	2%	--
Obeys school rules	92%	98%	+ 6%	7%	--	- 7%	2%	2%	--

Overall, the information taken from the report cards for the two groups and the teacher's ratings of the children indicated that the non-program children performed better than the children who had been in a pre-k program, but as was noted by the principals interviewed, the pre-k children were originally selected because they were "at risk" and might have difficulties in school or with school tasks.

Summary

The pre-kindergarten program in the San Antonio Independent School District has been designed to identify four year old children who may be "at risk" for future school success. The half-day program attempts to provide a stimulating environment to develop oral language skills, fine and gross motor skills, a positive self-concept, and a good attitude toward school. Parental support and participation are required to assure the child's attendance and to mesh the learning environments of the home and the school. Specific concepts which have been identified are stressed throughout the year by a certified teacher and instructional aide. The childrens' progress is measured informally by observation of performance and is maintained individually on a checklist of skills.

Interviews with school personnel such as principals and teachers revealed positive reactions to the pre-k program. They stated that these children were better prepared to enter kindergarten than children who had not had the pre-k experience. The pre-k teachers interviewed seemed to understand the objectives of the program, but variations in the delivery of those objectives was noted from campus to campus.

Correlation exists between the pre-k curriculum and the kindergarten curriculum when the skills are reviewed and compared. However, little is planned to differentiate instructionally for the child who has been in pre-k. In nearly every case, the children are mixed with non-pre-k children in kindergarten, and modification of the instructional program occurs only if the former pre-k child performs above his/her classmates. Some school personnel thought that the former pre-k child was able to perform equally with his/her classmates in kindergarten because of the experiences in the pre-k class.

Classroom observations in ten randomly-selected pre-k sites showed evidence of a structured, stimulating environment for these young children. The teachers were very creative and resourceful in their use of materials to teach the concepts and to maintain interest among this young age group. Consistency in the classroom organization was noted even though the needs of the students at individual school did vary.

A follow-up of students who had been in a pre-k program and who were now in first, second, or third grade was done. These students were compared to a similar group who had not had pre-k experience, and their performance was traced from the 83-84 school year to 84-85. Findings of this follow-up comparison have so far not fulfilled the prediction that pre-k experience improves later school performance. The children who had not had pre-k experience were rated higher by their teachers, made higher grades in reading, and had better ratings in behavior and work habits for the grading period examined. The differences in these ratings and grades were small, but the pattern of comparison between the two groups was evident. Interviews done for this study elicited positive responses about the pre-k program and its effects on the childrens' future school performance, however, the statistics reviewed at this time do not verify that fact. Future follow-up studies of these groups may reflect that the pre-k experience contributed to their success in school. A hypothesis can be made that if the pre-k children had not had that experience, their performance would have been poorer as they progressed into higher grades.

Recommendations

1. The involvement of parents in the pre-k program should be strengthened to assure their participation throughout the school year, and home visits by school personnel should be encouraged.

RATIONALE: Research has shown that more successful pre-school programs have strong parental involvement and home visits are made. The findings of this study indicated that the parental involvement is sporadic, and home visits are rarely made.

2. An attempt should be made to differentiate the instruction in kindergarten classes for children who have had pre-k experience and who are showing evidence of a higher performance level.

RATIONALE: Research indicates that programs which are designed to be sequential from pre-k through the primary grades are successful, and continuity from one grade to the next is important. This study indicated that although the curriculum is sequential, there is little planning to differentiate for the former pre-k child.

3. Further follow-up studies should be conducted as the former pre-k children progress in school.

RATIONALE: Research studies citing successes for former pre-k students in higher grades were conducted throughout the students' school careers. The pre-k program in S.A.I.S.D. is relatively new, and its students should be followed to measure later school success.

Appendix A
Pre-Kindergarten Curriculum Themes
Pre-Kindergarten Checklist

San Antonio Independent School District
Pre-Kindergarten Program Curriculum Themes

The curriculum for the Title I Pre-Kindergarten Program consists of the following themes.

Shape

Color

Classification by color, size, shape, texture

Textures

About Me: Name, age, address, telephone number

Body Parts

Spatial Relationships

Family

Clothing

Weather

Weather-float, sink

Safety

Furniture/Appliances

Food

Plants

Animals

Sound Discriminations

Time Concepts: Day/night; morning/evening;
yesterday/today/tomorrow

Holidays

**SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
PRE-KINDERGARTEN CHECKLIST**

Student's Name _____ School _____

Teacher's Name _____ School Year _____

SKILLS	I	M	COMMENTS
MOTOR			
1. Catches a 10" ball thrown by an adult 5 feet away. 2. Hops on one foot for 10 feet. 3. Manipulates clay, strings beads & assembles 7-8 piece puzzles. 4. Jumps over 3 objects 8" high without stopping. 5. Can cut a circle 3 inches in diameter. 6. Can draw or copy a square, circle, triangle.			
SOCIAL			
1. Works and plays well with others. 2. Accepts and practices school routines. 3. Uses the terms "thank you", "please", "you're welcome". Greetings: "hello", "goodbye" at the right time. 4. Demonstrates good self-concept through pride in his accomplishments.			
SELF-HELP			
1. Dresses self: buttons, snaps, hooks, zips, buckles, ties. 2. Puts toys away neatly. 3. Cares for own toilet needs. 4. Uses appropriate table manners. 5. Assumes responsibility for personal items.			
COMMUNICATION			
1. Expresses needs and desires verbally. 2. Contributes to group discussion. 3. Converses with peers in informal settings. 4. Makes complete sentences of 5-6 words. * 5. Expands simple sentences. 6. Reports experiences with accuracy. 7. Demonstrates increased expressive vocabulary. 8. Demonstrates increased receptive vocabulary.			
ACADEMIC			
1. Tells how old he is now, how old he was last year and how old he will be next year. 2. Names parts of the body. * 3. Sees likenesses and differences in objects, shapes and letters. 4. Tells full name. 5. Repeats a short poem or song of at least 30 words. * 6. Identifies words that rhyme. 7. Describes objects or story characters. 8. Describes character's feelings. 9. Tells a story about a picture. 10. Classifies simple abstract and concrete pictures by function.			

KEY: I — Introduced M — Mastered * — To be continued in K...

(You may decide an item should be checked both introduced and mastered.)

SKILLS	I	M	COMMENTS
ACADEMIC Cont.			
1. Categorizes objects according to color, size, shape, taste, texture, sound, smell.			
12. Recalls story in sequence.			
*13. Names the following colors: red, blue, yellow, green, orange, purple.			
*14. Identifies beginning and end to story.			
15. Predicts what will happen next in a story or situation.			
*16. Identifies the following shapes: circle, square, triangle.			
*17. Demonstrates an understanding of spatial relationships. (Behind, above, beside, under, over, longer, shorter, far, near, high, low, and others.)			
18. Distinguishes between fact and fantasy.			
*19. Draws a picture of a person with a head and one other part of the body that is identifiable by an adult.			
*20. Identifies a penny, nickel and a dime.			
21. Rote count to 10.			
22. Demonstrates 1 to 1 correspondence from 0-5.			

PRE-KINDERGARTEN CHECKLIST



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
141 Lavaca Street
San Antonio, Texas 78210

Appendix B
Interview Guide

Name _____
Position _____
School _____
Date _____

Pre-Kindergarten Evaluation
Interview Guide
1984 - 1985

I. The students

A. How are the children selected for the program?

B. How are students evaluated?

Individually?

As a group?

II. Instructional Program

A. What is the overall objective for the Pre-K Program?

B. Is there a prescribed curriculum?

1. What is the scope and sequence of skills?

2. How are children diagnosed and placed appropriately in the instructional program?

3. Is there a suggested timeline for progression through the curriculum?

4. Do you have a pre-determined pace for the curriculum each week or each month?

C. Once the tests are given (McCarthy, Alpern-Boll), how do you use the results?

If these results aren't helpful what would be? (If Applicable)

D. What materials are used?

How are materials selected? (needs assessment?)

E. Is time allotted (or planned) for student-to student verbal interaction?

III. Interrelatedness of Pre-K to primary grades

A. Is the kindergarten and first grade instruction different for children who have been in Pre-K? (Principal)

What correlation of exists between the DLM scope and sequence and Pre-K curriculum?

What correlation of essential elements exists between kindergarten and Pre-K?

- B. What is done to determine the placement of children who have been in Pre-K in the kindergarten curriculum?

IV. Specialized Preparation for Teachers/Aides

- A. What staff development concerning Pre-Kindergarten curriculum and instruction have you been provided by the district?

What is your opinion of its effectiveness?

- B. What staff development concerning Pre-Kindergarten curriculum and instruction have you been provided outside the district?

What is your opinion of its effectiveness?

- C. Areas of need:

V. Parental Involvement (Please provide copies of the Parent Training Log and the Parent Participation Log)

- A. How are parents at your school made aware of the program?

- B. How are parents involved in your program?

- C. How do you inform parents about student progress?

D. Are home visits made?

a. By whom?

b. When?

c. For what purpose?

d. What effects do they have

e. How many per student?

E. How does the parental component (The Bowdoin Method) correlate to the Pre-K program as a whole?

Appendix C
Selection Criteria

Pre-Kindergarten Selection Criteria

1. Parent/guardian has proof child was four (4) years old on or before September 1, of entering school year.
2. Parent/guardian resides in the attendance area of the project school implementing the Chapter I SKIP Program.
3. Parent/guardian can transport child to and from the project school.
4. Child does not qualify for Special Education (ECE, e.g. visually handicapped, hearing disability, etc.)
5. Parent/guardian is willing to assure his/her participation on a volunteer basis at the project school at least one (1) hour every 2 weeks.
6. Child has been administered Alpern-Boll Test and scores below the norm in at least two areas.
7. Parent/guardian is willing to assure that the child will attend Pre-K classes at least 90% of the time.
8. Parent/guradian has proof child has received all required immunizations.

Appendix D
Program Objectives

PRE-KINDERGARTEN PROGRAM OBJECTIVES

The major objectives of the San Antonio Independent School district Pre-Kindergarten Program is to provide success oriented activities that will develop and/or enhance the child's

1. Self-Concept. Through activities, he/she can feel good about himself. Develop confidence in his ability to successfully perform and complete tasks; accept limits for behavior needed to work and play with others.
2. Attitude toward learning and school. Develop a good attitude about school and an interest in learning by working and playing cooperatively with peers--individually and in a group. Learn to accept directions from the teacher and adults other than his/her parents.
3. Oral Language Skills. Continue to develop his/her speaking, listening, and pre-reading vocabulary through learning center activities--music, art, library, dramatic area and others. Explore and become aware of the world around him. Begin to develop skills of thinking and problem solving.
4. Refinements of Gross Motor Skills. Begin to use his body effectively and develop perceptual--motor skills as they relate to reading and general body movement (hop, jump, skip, crawl, climb stairs, and etc.)

Appendix E
Announcement

**Parents,
We have
a program
for 4-year-old
children!**



- Participating children must be 4 by September 1, 1984, and have demonstrated they have the greatest need for a Pre-Kindergarten Program.
- The children must live in the school attendance area.
- Parents must bring the child's birth certificate and records of immunization.
- Bring your child to school during the week of _____ for pre-registration for classes starting next fall.

There will be one classroom for 4-year-old children at each of the following San Antonio School District schools next fall

- | | | |
|---|---|---|
| • Travis 733-1911
1915 N. Main Ave. | • Herff 534-5641
996 S. Hackberry St. | • Briscoe 222-8782
2015 S. Flores St. |
| • Nelson 733-9631
1014 Waverly Ave. | • Highland Hills 534-6461
734 Glamis St. | • Brewer 433-2691
906 Merida St. |
| • Rogers 734-5721
620 McIlvaine St. | • Smith 533-1041
823 S. Gevers St. | • J.T.Brackenridge 224-4916
1214 Guadalupe St. |
| • Wilson 733-8521
1421 Clower St. | • Gates 333-3621
510 Morningview Dr. | • Carvajal 432-6921
225 Arizona St. |
| • Beacon Hill 735-6511
1411 W. Ashby St. | • Bowden 226-3601
515 Willow St. | • Barkley 433-8001
1112 S. Zarzamora St. |
| • Bowie 226-2753
439 Arbor Place | • Stewart 333-0311
1950 Rigsby Ave. | • Storm 224-7321
435 Brady Blvd. |
| | • Miller 333-0521
207 Lincolnshire | • DeZavala 226-8563
2311 San Luis |

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
Instructional Services
141 Lavaca Street
San Antonio, Texas 78210

**Padres de familia,
Tenemos
un programa
para los niños
de 4 años.**



- Los niños participantes deberán tener 4 años de edad para el 1ro de septiembre de 1984 y haber demostrado que tienen necesidad para un programa de "pre-kinder" parvulitos.
- Los niños deben vivir en el área de la escuela que asistan.
- Los padres deberán traer el acta de nacimiento y la documentación de inmunización del niño.
- Traiga su niño/niña a la escuela durante la semana del _____ para la pre-registración de las clases que darán principio en septiembre.

Habrà una clase para niños de 4 años en cada una de las siguientes escuelas del distrito escolar de San Antonio en septiembre

- | | | |
|---|---|---|
| • Travis 733-1911
1915 N. Main Ave. | • Herff 534-5641
996 S. Hackberry St. | • Briscoe 222-8782
2015 S. Flores St. |
| • Nelson 733-9631
1014 Waverly Ave. | • Highland Hills 534-6461
734 Glamis St. | • Brewer 433-2691
906 Merida St. |
| • Rogers 734-5721
620 McIlvaine St. | • Smith 533-1041
823 S. Gevers St. | • J.T.Brackenridge 224-4916
1214 Guadalupe St. |
| • Wilson 733-8521
1421 Clower St. | • Gates 333-3621
510 Morningview Dr. | • Carvajal 432-6921
225 Arizona St. |
| • Beacon Hill 735-6511
1411 W. Ashby St. | • Bowden 226-3601
515 Willow St. | • Barkley 433-8001
1112 S. Zarzamora St. |
| • Bowie 226-2753
439 Arbor Place | • Stewart 333-0311
1950 Rigsby Ave. | • Storm 224-7321
435 Brady Blvd. |
| | • Miller 333-0521
207 Lincolnshire | • DeZavala 226-8563
2311 San Luis |

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
Instructional Services
141 Lavaca Street
San Antonio, Texas 78210

Appendix F

Parental Agreement
Parent Component Guidelines
Parent Training Log
Parent Participation Log

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
141 LAVACA STREET
SAN ANTONIO, TEXAS 78210

Instructional Services

PRE-KINDERGARTEN PROGRAM

Agreement

Please read this agreement carefully and respond to each statement. This agreement is binding, therefore, it is necessary that each parent complete and sign it.

	YES	NO
1. Parent/guardian has proof (birth certificate) child was four (4) years old on or before September 1, 19__.	___	___
2. Parent/guardian resides in the attendance area of the project school implementing the Chapter 1 SKIP Program?	___	___
3. Parent/guardian will transport child to and from the project school at the proper time?	___	___
___ The morning class will arrive at 8:00 A.M., and will be dismissed at 11:15 A.M.		
___ The afternoon class will arrive at 11:45 A.M., and will be dismissed at 3:00 P.M.		
4. Does the child qualify for Special Education (ECE.) e.g. visually handicapped, hearing disability, etc.)?	___	___
5. Parent/guardian will participate on a volunteer basis at the project school at least one (1) hour every two weeks?	___	___
6. Parent/guardian will be present and participate in each test given the child as required?	___	___
7. Parent/guardian will assure that the child will attend Pre-Kindergarten classes at least 90% of the time?	___	___
8. Parent/guardian has proof (record) child has received all required immunizations?	___	___
9. Parent/guardian will participate in at least six (6) training sessions conducted by the program staff?	___	___

Signature of Parent/Guardian

Date

I prefer, if possible, that my child attend the:

___ Morning session (8:00 - 11:15 A.M.)
___ Afternoon session (11:45 - 3:00 P.M.)

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
141 LAVACA STREET
SAN ANTONIO, TEXAS 78210

Instructional Services

PROGRAMA PRE-ESCOLAR

Acuerdo

Favor de leer este documento que sirve como un acuerdo entre usted y la escuela con respeto al programa Pre-Escolar. Sírvase ha responder a cada pregunta y firmar este acuerdo.

Si No

1. El padre o guardián del niño tiene su certificado de nacimiento u otro documento que comprueba que el niño cumplió cuatro (4) años el o antes del 1^o de Septiembre de 19 _____
2. El padre o guardián radica dentro de la zona de la escuela donde se encuentra el programa Pre-Escolar _____
3. El padre o guardián se hace responsable a trasbordar al niño de la casa a la escuela y de la escuela a la casa a la hora indicada _____

_____ Por la mañana las clases empiezan a las 8:00 a.m. y terminan a las 11:15 a.m.

_____ Por la tarde las clases empiezan a las 11:45 p.m. y terminan a las 3:00 p.m.

4. ¿El niño califica para los programas para niños encapacitados? Es decir, el niño no padece de problemas visuales o sordos. _____
5. El padre o guardián prestará sus servicios a la escuela voluntariamente por lo menos una hora cada dos semanas _____
6. El padre o guardián estará presente durante la administración de los exámenes _____
7. Los padres deben asegurar que los niños asistirán a clases diariamente o por lo menos, el 90% del tiempo _____
8. Existe comprobante que los niños han recibido todas las inyecciones necesarias para la buena salud _____
9. Los padres participarán a las cuatro (4) sesiones de entrenamiento organizadas especialmente para ellos _____

Firma del Padre o Guardian

Fecha: _____

Preferiero que mi niño asista a las clases

_____ por la mañana (8:00 - 11:15) _____ por la tarde (11:45 - 3:00)

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
141 LAVACA STREET
SAN ANTONIO, TEXAS 78210

Instructional Services

PRE-KINDERGARTEN PROGRAM

Parent Component Guidelines

1. Program Curriculum: The Bowdoin Method
2. Six (6) or more parenting class sessions are to be conducted at each school per school year.
3. Each parenting session is to be held for one hour and will be conducted by the pre-kindergarten teacher.
4. Parents must attend at least six training sessions per school year. Parents for whom training at school was not possible on dates held, will be required to participate in "make-up" training sessions conducted by the district PAC Coordinator.
5. Parents are to volunteer at the project school at least one hour every two weeks. If some serious problems prevents the parent from coming to school, the parent will participate at home. Parent surrogates may participate in the project.
6. A log of parent participation and training is to be maintained by the teacher.
7. A schedule of parent participation is to be posted in the classroom and a copy given to the parent.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

PROJECT SKIP

Parent Training Log

Name of Parent

School

DATE

LIST "TOPIC" OF TRAINING SESSION

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

PROJECT SKIP

Parent Participation Log

Name of Parent/Guardian

School

DATE _____

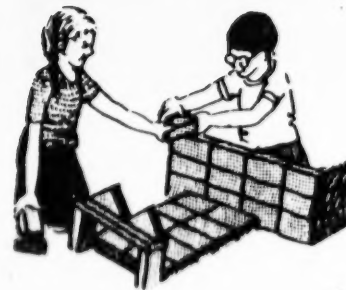
LIST SERVICES PARENT PROVIDED

Appendix G
Pre-K Diploma



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
PRE-KINDERGARTEN DIPLOMA

PRESENTED TO



OF

SCHOOL

who has satisfactorily completed the requirements of work and play
as prescribed, and is now a full-fledged graduate, with all rights and
privileges pertaining thereto.

Date

Teacher

Principal



Appendix H
Classroom Observation Form

Pre-Kindergarten Program
Classroom Observation Form
1984 - 1985

A. General

1. School _____ 2. Date of Observation _____ AM ____ PM ____
3. Teacher's Name _____ 4. Observer _____
5. No. of Years Experience Teaching Pre-K _____
6. Previous Teaching Experience (No. of Years/Grade levels taught) _____
7. Number of students in classroom _____
8. Approximate number of minutes teacher was observed _____
9. Number of Spanish-dominant students _____

- B. Classroom setting (Sketch the room arrangement)
Include location of centers, students, bulletin boards, windows etc.
Indicate effects of temperature, lighting (adequate, etc.)

C. Activities Observed

- Does the instruction follow the daily schedule? yes _____
no _____
- What did the aide do during the period observed?
- Describe the instruction provided to limited or non-English speaking students. (Language used, modification of content, etc.)
- If parent volunteers are present describe their activities during the period observed.

D. Classroom Management (Check appropriate response)

1. Teacher began the class on time. Yes ____ No ____ Not observed ____
2. The teacher ended the class early. Yes ____ No ____ Not observed ____
3. For the majority of the time observed the teacher:
____ a. stood in front of the class
____ b. moved from one student to another
____ c. worked with small groups
____ d. other (describe)

E. Instructional Materials

1. Describe the materials observed in use.

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